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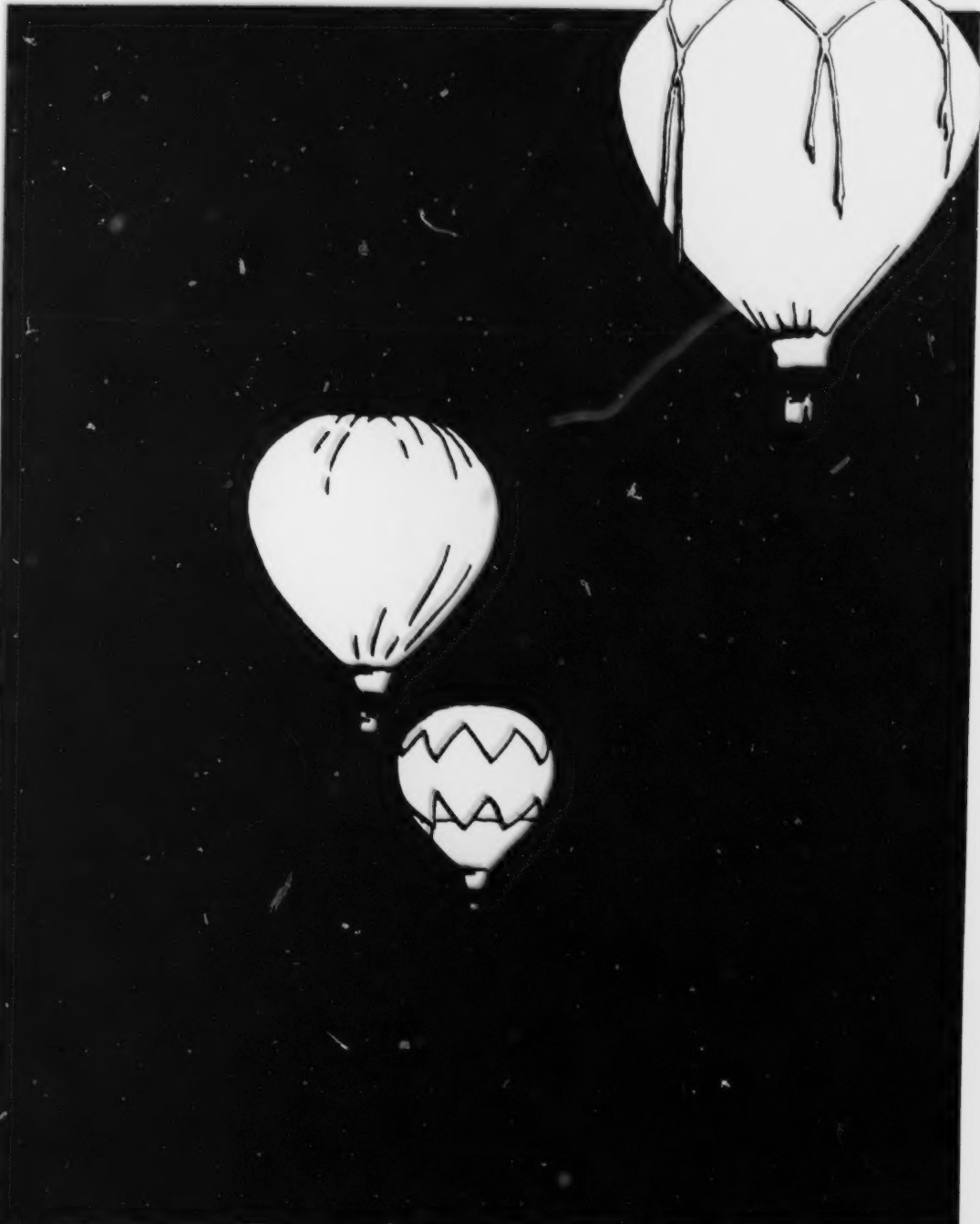
ABSTRACT

Noting that language skills such as thinking, listening, reading, writing, and speaking are basic to education, this guide for Oklahoma schools contends that school curricula should emphasize the role that language arts play in understanding all subjects, achieving success in life, and in communicating with people. Following a discussion of the philosophy behind the language arts curriculum, the guide presents instructional goals for grades 9 through 12 in the following subject areas: (1) language arts skills; (2) literature; (3) composition; (4) grammar; (5) spelling and vocabulary; (6) handwriting; (7) speech/drama; and (8) journalism (including a journalism skills chart). Preceding the section on speech/drama are scope and sequence charts for literature, composition, grammar, handwriting, listening, and speaking. (SKC)

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LANGUAGE ARTS

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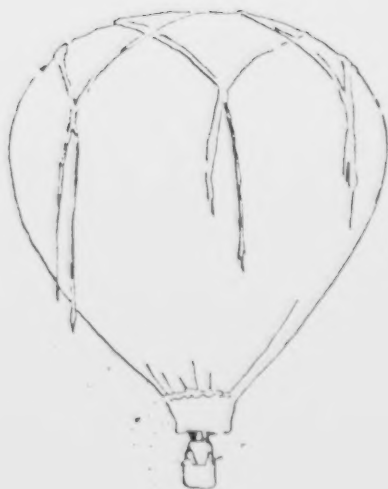
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Suggested Learner Outcomes

Grades 9 - 12



LANGUAGE ARTS

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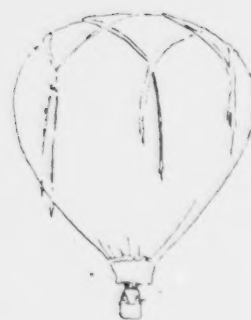
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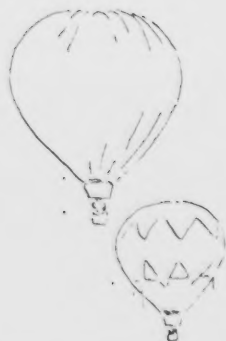


FOREWORD

During the academic year 1983-84 the Oklahoma State Department of Education began the process of producing standardized suggested learner outcomes in the five areas of Language Arts, Science, Math, Reading and Social Studies for Grades 1 through 8. The goal was to have some stated objectives upon which teachers and administrators could build a solid curriculum which would ultimately provide a better education for the students of Oklahoma.

This process was continued during the 1984-85 year in the same five subject areas for grades 9 through 12. Secondary school foreign language learner outcomes were also devised for Spanish, French, German and Latin. Dozens of persons participated in the process, and in June 1985 a second large group of teachers and administrators met to validate the learner outcomes. The booklet you have in your hand is the result of this effort, and we sincerely hope that it will be of assistance as you plan for effective teaching and learning in the classroom.

John M. Folks
State Superintendent



COMMITTEE MEMBERS

Developers

Jo W. Aaron, Davis High School
Judy Allen, Western Oaks Junior High School, Putnam City Public Schools
Rita Billbe, Independence Middle School, Yukon Public Schools
Charlene Bradt, Alva High School
Ellen Diem, Pryor High School
Judy Duprez, Chickasha High School
Kelly Ford, Oologah High School
Marjory Jones, Stillwater High School
Margherite LaPota, Tulsa Public Schools
Delbo Leach, Cherokee High School
C. W. Mangrum, Southeastern Oklahoma University
James Meece, Elk City High School
Barbara Moore, Lawton Public Schools
Linda Patton, Nowata High School
Martha Peters, Boynton High School
June B. Richardson, Duncan High School
Chris Rinehart, Geary High School
Erma Thomas, Alice Robertson Junior High School, Muskogee Public Schools
Lenore Thorsen, Putnam City Public Schools
Gary West, Grove High School

Validators

Mickey Banister, Stillwater Public Schools
Virginia Caplinger, Cushing High School
Catherine Cary, Putnam City Public Schools
Michael Clagg, Lindsay High School
Jane Cochran, Wagoner High School
Ruth Dishman, Eisenhower Sr. High School, Lawton Public Schools
Doug Duke, Central State University
Sandra Effinger, Central Mid-High, Norman Public Schools
Gayle Gaither, Durant High School
Evelyn Halsteid, Marietta High School
Cynthia Harkins, Holdenville High School
Sidney A. Hudson, Lawton High School
Sharon Iorio, Oklahoma State University
John McLeod, Altus Public Schools
James F. Paschal, University of Oklahoma
Clairita Porter, Yukon Public Schools
Laura Schaub, Sand Springs Public Schools
Margaret Stout, Guthrie High School
Annette VanDusen, Oklahoma City Public Schools
Neva L. Weaver, Vocational Education
Fred Weibling, Balko High School
Cosette Wymer, Okeene High School
Dr. Valree Wynn, Cameron University

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to Dr. Francis Tuttle, Director State Department of Vocational and Technical Education
Victor Van Hook, Assistant State Director Educational Services
State Department of Vocational and Technical Education

ACKNOWLEDGEMENTS

Judy Leach

Associate Superintendent of Instruction

J. D. Giddens

Assistant Superintendent, Instruction Division

Leonard Bates

Executive Director, Curriculum Services

Mary Reid

Administrator, Curriculum Section

Claudette Goss

Committee Chairman

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INTRODUCTION

These Suggested Learner Outcomes for Language Arts were developed as a result of HB 1816 which addresses competencies on all grade levels. It will provide a framework to assist school districts in evaluating their local curriculum requirements.

The guide contains a delineation of the various areas of language arts and a sequential listing of skills. These skills are further organized into grade levels nine through twelve.

This publication is not intended to supplant a program but rather to serve as a flexible tool for coordinating existing programs, providing correlation of all systems and insuring that each school has a sense of direction in the area of language arts.

PHILOSOPHY

Language skills are basic to education in all areas of life. These skills include thinking, listening, reading, writing, and speaking. Language arts curricula should emphasize the role that language plays in understanding all subjects, in achieving success in life and in communicating with all people. A fundamental goal of these suggested learner outcomes is to help each student communicate effectively, according to his or her needs. Such a goal is to be achieved through the integration of studies to develop skills in grammar, composition, literature, vocabulary, library use, oral communication, and interpretation. However, the teaching of language skills is not the exclusive province of the school but should be a joint effort of the school, home, and community.

LANGUAGE ARTS

The major areas of language arts are listed separately for examination of the teaching strands. Yet, in actual classroom application they are interrelated and are not independent categories.

- I. Listening
 - A. Reception
 - B. Processing
- II. Speaking
 - A. Development of confidence
 - B. Communication of ideas
 - C. Sense of audience
- III. Reading
 - A. Knowledge of great literature of mankind
 - B. Expansion of vocabulary (connotation and denotation)
 - C. Reading for pleasure
 - D. Literal and interpretive comprehension
- IV. Writing
 - A. Integration of grammar, composition, and literature
 - B. Legible penmanship
 - C. Spelling proficiency
- V. Thinking
 - A. Application
 - B. Analysis
 - C. Synthesis
 - D. Evaluation
- VI. Application of mass media to language arts
 - A. Critical and evaluative skills
 - B. Art forms
 - C. Educational resources

The language Arts Suggested Learner Outcomes Committee used the above outline for the interpretation of language arts in accordance with the requirements of H.B. 1816.

LITERATURE

INTRODUCTION

The study of literature in grades nine through twelve should develop in each student the ability to understand and respond, using a variety of communicating skills, to the forms of literature, the ideas presented, and the methods authors use to transmit these ideas. The emphasis is on the enhancement of the student's ability to read, comprehend, and write what literature reveals about the human condition—past, present, and future.

NINTH GRADE

- L9.1** The student will recognize the specific differences between fiction and nonfiction writing.
- L9.2** The student will read a Shakespearean drama, recognizing its structure, character development, and general dramatic terms.
- L9.3** The student will recognize the major forms of poetry.
- L9.4** The student will read, critically analyze, and discuss a novel.
- L9.5** The student will identify the distinctions between fact and fiction, opinion and inference in literature and media.
- L9.6** The student will recognize the similarities between the elements of the short story and the elements of the novel.

TENTH GRADE

- L10.1** The student will identify the elements of the short story.
- L10.2** The student will recognize the characteristics of biography, autobiography, articles and essays.
- L10.3** The student will recognize narrative, lyric, and dramatic poetry.
- L10.4** The student will read and recognize major literary elements in the novel.
- L10.5** The student will recognize literary techniques such as allusions, personifications, similes, and metaphors.
- L10.6** The student will read, examine, and discuss a Shakespearean drama.

ELEVENTH GRADE

- L11.1** The student will recognize the chronological development of American literature, and its reflection of historical background and social attitudes.
- L11.2** The student will examine the content, structure, and the techniques of American nonfiction in sermons, speeches, journals, diaries, letters, and essays.
- L11.3** The student will read American drama and recognize plot, character, setting and theme.
- L11.4** The student will recognize rhyme schemes, meters, forms, and themes of American poetry.
- L11.5** The student will read American novels and recognize plot, character, setting, theme, and style.
- L11.6** The student will critically analyze literature and media.

TWELFTH GRADE

- L12.1** The student will recognize the chronological development of British literature and its reflection of historical background and social attitudes.
- L12.2** The student will read and analyze a Shakespearean tragedy.
- L12.3** The student will recognize the characteristics of comedy and tragedy.
- L12.4** The student will continue the study of poetry including both the interpretation and structure.
- L12.5** The student will study British and/or world novels and recognize major literary elements, historical significance, reflections of changing attitudes and literary merit.
- L12.6** The student will critique literature and media presentations, pointing out propaganda techniques and persuasive language.

COMPOSITION

INTRODUCTION

The study of composition in grades nine through twelve should refine the art of assimilating and recording ideas that are derived from an array of experiences. These composing strategies should reinforce the process of writing, i.e. prewriting, drafting, revising and editing to suit the writer's purpose and audience. Written work should include many forms that will demonstrate a mastery of grammar and usage, spelling, vocabulary, punctuation and capitalization. All hand written work will be neat and legible.

NINTH GRADE

- CO9.1** The student will expand sentence writing skills, employing a variety of sentence types, and using standard grammar.
- CO9.2** The student will write and use an effective topic sentence as an organizational device.
- CO9.3** The student will write paragraphs using comparison/contrast, definition, example, chronological order, detail, and description.
- CO9.4** The student will take clear, concise notes.
- CO9.5** The student will write an outline using correct form.
- CO9.6** The student will develop the following library skills:
 - a. Use of card catalogue
 - b. Use of the three kinds of library cards (subject, title, author)
 - c. Use of Dewey Decimal System
 - d. Use of Reader's Guide and indexes to encyclopedias
 - e. Use of the dictionary to expand vocabulary and pronunciation skills.

TENTH GRADE

- CO10.1** The student will recognize the characteristics of all four types of essays: narrative, descriptive, expository, and argumentative.
- CO10.2** The student will then write informal essays.
- CO10.3** The student will expand paragraph writing skills to include various organizational skills: spatial, cause and effect, classification, deduction, and induction.
- CO10.4** The student will use parallel structures and transitional devices (i.e., words, sentences, phrases) in written work.
- CO10.5** The student will write a short report documented with a bibliography which requires use of three sources found in the library.

- CO10.6** The student will revise and edit paragraphs, essays, and other written materials, specifically eliminating errors in grammar, punctuation, spelling, semantics, and syntax.
- CO10.7** The student will write effective responses to essay test questions, (i.e., restate the question, mention author and title of work, and use concrete details).
- CO10.8** The student will write a composition using an introductory paragraph.

ELEVENTH GRADE

- CO11.1** The student will write an informal narrative essay, including dialogue, proper punctuation, and story techniques which include person, mood, and tone.
- CO11.2** The student will write formal and informal expository essays.
- CO11.3** The student will learn the basic parts of a short research paper (thesis statement, bibliography cards, tentative outline, note cards, final outline, rough draft of body, footnotes or end notes, and bibliography). A final copy of the research paper will be produced.
- CO11.4** The student will write a short documented essay using research methods.
- CO11.5** The student will expand expository essay test-taking techniques by including comparison/contrast, analysis, and exposition.
- CO11.6** The student will expand the usage of figures of speech in writing.
- CO11.7** The student will demonstrate the ability to proofread, revise, and/or rewrite written work with correct grammar usage, spelling, syntax, semantics and punctuation.

TWELFTH GRADE

- CO12.1** The student will write an argumentative essay using techniques of persuasion and concrete details.
- CO12.2** The student will continue to write expository essays, with emphasis on the writer's role and tone, subject, purpose and audience.
- CO12.3** The student will write descriptive essays using the techniques which appeal to the senses.
- CO12.4** The student will use the skills initiated in the eleventh grade to write a self-directed research paper. This research paper will be on an appropriate topic approved by the teacher.
- CO12.5** The student will demonstrate critical and analytical skills in written evaluation of literature and media.
- CO12.6** The student will rewrite, edit, and proofread any written work to meet the standards of competent writing.

GRAMMAR

INTRODUCTION

Grammar and writing are inseparable parts of the language arts. Consequently, the teaching of grammar and writing should be integrated and systematically coordinated to reinforce the revising and editing processes. This instructional pattern will enable the writing to conform to standard or formal practices of written language.

NINTH GRADE

- GR9.1** The student will define and use the eight parts of speech correctly.
- GR9.2** The student will review classification of sentences according to function or type (declarative, imperative, interrogative, and exclamatory).
- GR9.3** The student will classify sentences according to structure, including simple, compound, compound/complex, and complex.
- GR9.4** The student will recognize the words used to introduce subordinate clauses (relative pronouns and subordinating conjunctions).
- GR9.5** The student will use basic rules of capitalization and punctuation with emphasis on the appropriate uses of the comma.
- GR9.6** The student will be able to follow standard rules of usage, with emphasis upon subject-verb and pronoun-antecedent agreement.

TENTH GRADE

- GR10.1** The student will vary the structure of sentences by using all types of phrases, including the verbal phrases.
- GR10.2** The student will vary the structure of sentences by using all types of clauses, with emphasis on the production of mature and sophisticated sentences.
- GR10.3** The student will use commas and semicolons correctly.
- GR10.4** The student will recognize and correct examples of faulty parallelism within sentences.
- GR10.5** The student will recognize and correct errors of coordination, subordination, and pronoun reference.
- GR10.6** The student will recognize and correct errors of modification, with emphasis upon misplaced and dangling modifiers.
- GR10.7** The student will demonstrate an understanding of sentence parts and their relationships by analyzing sentences of varied complexity.

ELEVENTH GRADE

- GR11.1** The student will display an understanding of functions of sentence elements and parts of speech in a sentence.
- GR11.2** The student will produce well-formed simple, compound, complex, and compound-complex sentences.
- GR11.3** The student will learn all uses of the colon, dash, parenthesis, brackets, underlining, and hyphen; all other marks of punctuation will be reviewed.
- GR11.4** The student will produce balanced sentences using parallel words, phrases, and clauses.
- GR11.5** The student will write sentences using correct coordination and subordination of sentence elements.
- GR11.6** The student will write sentences using all types of modifiers correctly.
- GR11.7** The student will write sentences that communicate specific meaning, avoid ambiguity, repetition, vagueness, wordiness, and stilted or artificial language.

TWELFTH GRADE

- GR12.1** The student will demonstrate an understanding of English grammar and usage by writing effective sentences.
- GR12.2** The student will recognize and use sentence elements, words, phrases, and clauses.
- GR12.3** The student will use correct punctuation and capitalization.
- GR12.4** The student will select appropriate word choices.
- GR12.5** The student will demonstrate a knowledge of parallelism.
- GR12.6** The student will practice a variety of sentence structures using standard usage.

SPELLING AND VOCABULARY

- SV 1** The student will apply spelling skills in all assigned work.
- SV 2** The student will continue to proofread written work competently and edit for correctness in spelling.
- SV 3** The student will develop competency in vocabulary recognition and use by learning root words, prefixes and suffixes.

HANDWRITING

Secondary handwriting skills should be taught as an integral part of composition, not as a separate subject and should not be graded as such. The student will produce neat and legible papers in manuscript or cursive writing without sacrifice of neatness or legibility.

LITERATURE

Skill	Grade Level							
	1	2	3	4	5	6	7	8
Appreciation								
Dramatic form								
Realism, fantasy								
Fiction, nonfiction								
Characters, plot, setting of stories and novels								
Simile, metaphor, and personification								
Fact and opinion								
Cause and effect								
Propaganda techniques								
Poetry								
Literary devices, e.g., symbolism, etc.								

COMPOSITION

Skill	Grade Level							
	1	2	3	4	5	6	7	8
Dictate sentences for teacher to write								
Copy written material								
Write statements and questions								
Write stories and poetry								
Write personal data								
Write complete sentences								
Write paragraphs								
Friendly letters								
Invitations, Thank-you								
Glossary and encyclopedia								
Creative writing								
Writing process (prewriting, writing, editing, rewriting)								
Simple, compound, complex sentences								
Narrative, descriptive, explanatory paragraphs								
Business letters								
Composition (descriptive and persuasive)								
Use information from mass media								
Similes, metaphors, personification								
Alliteration								
Reports, using reference materials								
Paraphrasing, summarizing								
Narratives								

COMPOSITION

Skill	Grade Level			
	9th	10th	11th	12th
1. Extended sentence writing skills				
2. Topic sentences				
3. Paragraph writings in varied styles				
4. Clear concise notes				
5. Outlines forms				
6. Library skills				
7. Figures of speech				
8. Essays				
9. Library report and/or research paper				
10. Editing and revision				
11. Essay test taking				

GRAMMAR

Mastery of most grammar areas should have been achieved by the beginning of grade nine. Diagnostic techniques will indicate areas that need review. However, emphasis at the secondary level should be placed on usage and mechanics.

Grade Level

Skill

	1	2	3	4	5	6	7	8	9	10	11	12
Punctuation												
Period at end of sentence												
Question Mark												
Exclamation Mark												
Abbreviations												
Commas												
Colon												
Quotation marks												
Apostrophe												
Hyphen												
Semicolon												
Parentheses												
Underlining (italics)												
Dash												
Brackets												
Kinds of Sentences												
Declarative												
Interrogative												
Imperative												
Exclamatory												
Sentence Parts												
Subject and predicate												
Phrases—Prepositional, Appositive												
Direct Objects												
Object of preposition												
Understood subject (you)												
Predicate noun												
Predicate adjective												
Indirect object												
Parts of Speech												
Nouns												
Pronouns												
Relative Pronouns												
Verbs												
Adjectives												
Adverbs												
Conjunctions												
Subordinating Conjunctions												

GRAMMAR CONTINUED

Grade Level

Skill	1	2	3	4	5	6	7	8	9	10	11	12
Parts of Speech Continued												
Preposition												
Interjection												
Usage												
Nouns												
Pronouns												
Verbs												
Adjectives												
Adverbs												
Dangling modifiers, misplaced modifiers												
Subject-verb agreement												
Prepositions												
Capitalization												
Beginning sentences												
Holidays												
Days of week, month of year												
Proper nouns												
Titles												
Abbreviations												
Pronouns (I)												
Quotations												
Cities, states												
Proper adjectives												
Letter parts												
Outlines												
Sentence Structure												
Simple												
Compound												
Complex and Compound/complex												
Diagramming												
Run-on sentences												
Fragments												
Clauses												
Subordinate clauses—noun, adjective, adverb												
Parallelism												
Verbals												
Gerunds												
Participles												
Infinitives												
Diction (specific meaning, vagueness, ambiguity, repetition, artificial language)												

SPELLING

Skill	Grade Level							
	1	2	3	4	5	6	7	8
Sound/Symbol								
Consonant and vowel sounds								
Sound/symbol association								
Likenesses and differences in sounds								
Vowel sounds								
Initial, medial and final consonants								
Word attack skills								
Letter Formation								
Likenesses and differences in letter forms								
Alphabetizing								
Alphabetical order								
Word Structure								
Compound words, base words, homonyms, antonyms, synonyms, contractions, homophones, and homographs								
Prefixes and suffixes								
Abbreviations								
Multisyllabic words and words with unstressed syllables								
Primary and secondary accents								
Plurals								
Double consonants								
Dictionary								
Picture dictionary								
Dictionary								
Glossary								
Words with more than one meaning								
Application of Skills								
Proofread and correct								
Memorization and writing of spelling words								
Applying skills in written work								
Context								
Words in context								

HANDWRITING

Skill	Grade Level							
	1	2	3	4	5	6	7	8
Recognize upper and lower case manuscript								
Form numerals and letters								
Use proper alignment of manuscript letters and words								
Introduction of upper and lower case cursive								
Copy from board, chart or book								
Maintain manuscript								
Write legibly and neatly in cursive								
Write dictated sentences								
Use proper size, slant, spacing and line quality in cursive								

LISTENING

Skill	Grade Level							
	1	2	3	4	5	6	7	8
Appreciation of stories								
Correct pronunciation								
Following directions								
Answer a question								
Sequence of events								
Enjoyment								
Main ideas								
Separate fact from fantasy								
Information								
Exchange of ideas								
Comparison								
Proper attitude								
Note taking								
Appreciate sound devices								
Analyze oral communication								

SPEAKING

Skill	Grade Level							
	1	2	3	4	5	6	7	8
Identify and reproduce sounds								
Say words that rhyme								
Converse informally								
State name, address, phone number								
Tell stories								
Share ideas in discussions								
Recite rhymes and jingles								
Speak audibly								
Eliminate glaring usage errors								
Participate in show-and-tell								
Oral book reports								
Dramatic plays, poems								
Debates								
Telephone conversations								
Giving directions								
Techniques and questions for interview								
Speaking fluently (mood, rate, volume, pitch)								
Memorization								
Dialogues								
Panel discussions								

SPEECH/DRAMA

INTRODUCTION

Realizing that Speech/Drama Education is a multi-disciplinary area of learning utilized in all areas of life, the following guide for projected learner outcomes is designed to develop the necessary skills and knowledge in the individual in order that he or she may communicate with confidence, ease and fluency in different situations. Elements of the rich history of Speech/Drama are interspersed throughout the curriculum.

The student may elect to participate in extracurricular speech and drama activities.

SP.1 Public Speaking

SP1.1 The student will understand the elements of the communication process.

SP1.2 The student will select a topic, research and adapt the topic for a specific purpose, audience and occasion.

SP1.3 The student will demonstrate the ability to organize the research material into outline form.

SP1.4 The student will demonstrate acquired skills showing acceptable levels of verbal and nonverbal communication.

SP1.5 The student will demonstrate skills of critiquing and evaluating.

SP1.6 The student will become a more discriminating receiver of ideas.

SP1.7 The student will develop respect for the value and integrity of his or her ideas and the ideas of others.

SP1.8 The student will demonstrate interviewing skills and techniques.

Descriptive Statement: Emphasis is on analysis, preparation, delivery and evaluation of speaking skills.

SP.2 Oral Interpretation of Literature

SP2.1 The student will recognize and understand forms of literature.

SP2.2 The student will select, analyze, and adapt the selection for specific audience and occasion.

SP2.3 The student will demonstrate acquired skills of pitch, vocal variation, diction, rate, pacing, vocal quality, bodily movement and posture in delivery.

SP2.4 The student will demonstrate skills of critiquing and evaluating different types of literature.

Descriptive Statement: Emphasis is on the selection, understanding and delivery of literature.

SP.3 Group Discussion

SP3.1 The student will understand different forms of discussion.

SP3.2 The student will understand and be able to follow the problem-solving sequence.

SP3.3 The student will share information and opinions through discussion.

SP3.4 The student will clarify and reevaluate personal point of view through interaction.

SP3.5 The student will become aware of leadership and participant roles.

SP3.6 The student will demonstrate a working knowledge of parliamentary procedure.

Descriptive Statement: Emphasis is on effective group participation.

SP.4 Listening

SP4.1 The student will recognize the need for effective listening.

SP4.2 The student will understand the process of effective listening.

SP4.3 The student will identify the type of listening.

SP4.4 The student will be able to practice the responsibilities of effective listening.

SP4.5 The student will be able to identify methods to improve listening skills.

Descriptive Statement: Emphasis is placed on the recognition and improvement of listening skills.

SP.5 Debate

SP5.1 The student will understand the process of reasoned decision making.

SP5.2 The student will identify the processes necessary for the analysis of a debate resolution.

SP5.3 The student will learn to find, record and file primary and secondary sources of information.

SP5.4 The student will identify and test the validity of evidence.

SP5.5 The student will understand the logical reasoning process.

SP5.6 The student will understand affirmative and negative strategies.

SP5.7 The student will learn the process and type of refutation.

SP5.8 The student will identify the format for educational debate.

SP5.9 The student will describe the responsibilities for each of the speakers.

SP5.10 The student will develop cross-examination skills.

SP5.11 The student will develop skills necessary to outline arguments presented in a debate.

SP5.12 The student will understand effective delivery styles.

Descriptive Statement: Emphasis is on decision making and the skills/strategies necessary for advocacy.

SP.6 Drama

- SP6.1** The student will appreciate the role of drama in society.
- SP6.2** The student will understand the impact of physical, emotional and mental attitudes in the projection of self.
- SP6.3** The student will gain insight into interpersonal relationships.
- SP6.4** The student will understand the effect of the environment on behavior.
- SP6.5** The student will recognize the creative ability in oneself and in others.
- SP6.6** The student will analyze play structure.
- SP6.7** The student will identify and describe the steps of creating a role on stage.
- SP6.8** The student will understand concentration and discipline in the development of a stage character.
- SP6.9** The student will understand and practice effective stage movement.
- SP6.10** The student will participate in the production of a play.
 - SP6.10.1** Acting
 - SP6.10.2** Lights/sound
 - SP6.10.3** Costumes
 - SP6.10.4** Make-up
 - SP6.10.5** Set design and construction
 - SP6.10.6** Publicity
 - SP6.10.7** Business management
 - SP6.10.8** Properties
- SP6.11** The student will appreciate other dramatic forms.
 - SP6.11.1** Improvisation
 - SP6.11.2** Reader's Theatre
 - SP6.11.3** Pantomime
 - SP6.11.4** Storytelling
 - SP6.11.5** Musical comedy

SP6.11.6 Film

SP6.11.7 Television

SP6.11.8 Dance

SP6.12 The student will be able to critically evaluate dramatic performance.

Descriptive Statement: The emphasis is placed upon the development of the individual through participation in the dramatic arts.

JOURNALISM

INTRODUCTION

These suggested learner outcomes for journalism include several areas that may not be covered in all schools. The main thrust of these learner outcomes covers the core of knowledge basic to newspaper and yearbook publication. A prerequisite course in writing, design and ethics, commonly known as Introduction to Journalism, is the ideal, not only for a student who explores journalism as a career possibility, but also for any student who desires a basic understanding of how a free press functions as an element of our democratic society.

Journalism programs will vary from school to school, depending on the size of the institution, priorities of the administration, and the economic resources of the community. A comprehensive journalism curriculum provides students with the opportunity to demonstrate their ability to use computers as tools for producing publications. A program of this type also offers darkroom facilities and broadcast equipment. In addition, students enrolled in this type of program are encouraged to learn the business management aspects of producing publications.

WRITING

JW.1 Interviewing

JW1.1 The student will list guidelines for conducting interviews.

JW1.2 The student will structure questions based on research of the subject to be covered in the interview.

JW1.3 The student will conduct interviews and take notes.

Descriptive Statement: Emphasis is on research, using written and oral sources to prepare the student to structure the interview in a confident manner.

JW.2 Newswriting

JW2.1 The student will recognize the elements of news including importance, prominence, proximity and human interest.

JW2.2 The student will recognize that news is timely.

JW2.3 The student will distinguish between fact and opinion.

JW2.4 The student will differentiate between the parts of a news story: lead and body.

JW2.5 The student will utilize the 5 W's and the H in newswriting form (who, what, when, where, why and how).

JW2.6 The student will demonstrate ability to attribute though proper use of direct and indirect quotations.

JW2.7 The student will write basic news stories in inverted pyramid form.

Descriptive Statement: Emphasis is on using interviewing techniques and research to gather information. The student will synthesize notes to write an informative story. The writer's obligation to the reader is evidenced by balanced, objective, concise writing which is accurate in all details.

JW.3 Feature Writing

JW3.1 The student will list and define feature stories of various types, including human interest, practical guidance, interpretative, personality sketches, and depth reports.

JW3.2 The student will differentiate between news and feature writing story forms.

JW3.3 The student will write an eye-catching feature lead.

JW3.4 The student will write feature stories.

Descriptive Statement: Emphasis is on colorful, descriptive writing without injecting the writer's opinion. Interviewing techniques and extensive research are at the core of developing writing competencies.

JW.4 Sports Writing

JW4.1 The student will relate the difference in approaching sports stories from a news and/or feature angle.

JW4.2 The student will identify sports jargon and eliminate it from stories.

JW4.3 The student will write sports features emphasizing why and how angles.

JW4.4 The student will write sports columns demonstrating recognition of appropriate opinion.

Descriptive Statement: Emphasis is on recognition of the highlights of sports events, athletics, and athletes and application of this angle to news and feature story forms as well as column writing.

JW.5 Editorial Opinion

JW5.1 The student will recognize and identify types of editorials including those of interpretation, criticism, commendation, and entertainment.

JW5.2 The student will write opinion stories of various types.

Descriptive Statement: Emphasis is on selection and development of topics relevant to age groups. The student will hone writing techniques to make the point desired by facts and evidence to support the lead while challenging the reader to thought or action.

JW.6 Headlines

JW6.1 The student will identify the functions of headline: to advertise the story, to summarize the story and to add to the design of that particular publication (see headline under design listing). Emphasis is on the eye appeal of headlines that are designed to draw the reader into the copy.

- JW6.2 The student will write headlines that reflect the tone of the story lead.
- JW6.3 The student will write headlines that contain action verbs.
- JW6.4 The student will write headlines in the active voice and avoid past tense.
- JW6.5 The student will write headlines that avoid repetition of words or root words.
- JW6.6 The student will write headlines that fit the space allotted by learning to count headlines.
- JW6.7 The student will recognize and create graphic techniques such as kickers, overlines, sub-heads and similar devices.

JW.7 Photo-caption Writing

- JW7.1 The student will write captions that supply the answers to the 5 W's and the 1 H questions concerning the photographs they represent.
- JW7.2 The student will write captions with a variety of beginnings to avoid monotony and use colorful, lively words.

Descriptive Statement: Emphasis is on avoiding labels, the use of an, a, the, and that which is obvious to the viewer of the photograph.

- JW7.3 The student will write captions in the present tense with additional information being in the past, future or present tense.
- JW7.4 The student will recognize and create graphic and typographical devices used to call attention to and set the caption apart from other copy.
- JW7.5 The student will recognize that all photographs need complete well-written captions.

JW.8 Editing Copyreading

- JW8.1 The student will demonstrate knowledge of copyreaders' marks.
- JW8.2 The student will edit stories for errors of spelling, grammar and punctuation.
- JW8.3 The student will edit stories for accuracy, clarity and conciseness.
- JW8.4 The student will estimate how copy will fit its allotted space.

Descriptive Statement: Emphasis is on use of appropriate tools in the classroom, primarily the dictionary, thesaurus and style book, to develop awareness of the need for correct and accurate presentation of written communication.

MANAGEMENT

JM.1 Staff

- JM1.1 The students will identify responsibilities and skills necessary for individual and staff success by writing job descriptions for staff positions, including editor, business manager, copy editor, layout editor, and reporter.
- JM1.2 The student will exhibit responsibility by adherence to deadlines and maintaining accuracy.
- JM1.3 The student will demonstrate knowledge of the financial responsibilities of the publication through budgeting, advertising sales and subscription sales.

Descriptive Statement: Emphasis is on the responsibilities needed to produce a cohesive staff. The student will gain a sense of worth and the ability to organize and manage time to achieve journalistic excellence.

CONCEPTS

JC.1 History

JC1.1 The student will identify persons and significant publications in various historical periods.

JC1.2 The student will recognize important aspects of media development and influences, both historical and modern periods.

Descriptive Statement: Emphasis is on an appreciation of press freedoms in its historical context.

JC.2 Press Law

JC2.1 The student will define copyright.

JC2.2 The student will use information from a copyrighted story, rewriting that information to avoid violating copyright laws or plagiarism.

JC2.3 The student will exhibit understanding of ethical and legal ramifications and the fact that the creator of a work has the exclusive right to benefit from it.

JC2.4 The student will exhibit an understanding of the legal definition of libel including the Oklahoma libel statute. The student will recognize differences between criminal and civil libel and the penalties for each.

JC2.5 The student will read the First, Fifth and Fourteenth Amendments and exhibit understanding of how those amendments relate to press freedom.

JC2.6 The student will display an understanding of the right to privacy, including the reporter's right to fair comment and criticism.

JC2.7 The student will distinguish between privileged and unprivileged publications.

JC2.8 The student will recognize legal responsibilities relating to advertising in school newspapers and yearbooks.

Descriptive Statement: Emphasis is on freedom of the press as protection of the public's right to be informed, not for the reporter's right to print. The student's ethical foundations will expand through exposure to legal and moral ramifications of what is written and published.

JC.3 Persuasion

JC3.1 Propaganda

JC3.1.1 The student will demonstrate an understanding of the three types of propaganda, recognizing concealed, revealed and delayed-revealed types of propaganda and their use in projects (editorial writing and advertising) dealing with persuasion.

JC3.1.2 The student will recognize and use in written form the devices of propaganda including glittering generalities, name calling, card stacking, transfer, plain folks, testimonial and bandwagon techniques to create an argument to sell an idea or product.

JC3.1.3 The student will identify the various techniques of persuasion used in the media.

Descriptive Statement: Emphasis is on observation, evaluation and discussion to create awareness of how propaganda and persuasion is used to sell products and ideas.

JC3.2 Advertising

JC3.2.1 The student will demonstrate an understanding of how the general public is influenced to purchase products.

JC3.2.2 The student will explain how to conduct a market survey.

Descriptive Statement: Emphasis is on creation of desire, the reinforcement of the conviction and the action of purchasing the product.

JC3.2.3 The student will formulate sales techniques to encourage members of the business community to purchase advertising in the various school publications.

Descriptive Statement: Emphasis is on the importance of selling space to finance the publications and to serve the community.

JC3.2.4 The student will identify proper attitudes toward selling advertising in the community. The student will demonstrate a professional image through dress and representation of the school and publications staff.

JC3.2.5 The student will demonstrate an understanding of the current trends in advertising. The student will recognize importance of the use of color, modern design, the eye movement concept, up-to-date borders and graphics.

JC3.3 Public Relations

JC3.3.1 The student will demonstrate an understanding of the difference between publicity releases and hard news.

JC3.3.2 The student will differentiate between writing in the area of PR (promotion of goodwill and a positive image) and in dissemination of news.

Descriptive Statement: Emphasis is on planned and organized campaigns to illustrate the impact of public relations in today's world. The student will understand that dealing with problems in this area is done with an honest approach and is truth-oriented.

JOURNALISM PUBLICATIONS

JP.1 Newspaper

- JP1.1 The student will identify elements that strengthen modern newspaper design, including quotes, photo-captions, headlines, and copy placement.
- JP1.2 The student will understand the theory of packaging stories and the use of modular design by looking at and imitating publications with this philosophy.
- JP1.3 The student will exhibit a knowledge of basic newspaper design, layout, and paste-up.
- JP1.4 The student will identify design that uses various type styles to set the mood of the publication.

Descriptive Statement: Emphasis is on recognition of consistency in styles through the use of typography in headlines (flush left, flush right, centered), captions, columns, photo credits, and bylines.

- JP1.5 The student will demonstrate knowledge of kinds of publications used for news dissemination ranging from mimeographed to four-color offset.
- JP1.6 The student will crop and scale a print using a proportion wheel.
- JP1.7 The student will plan newspaper format, editorial content and graphics to maintain consistency in all areas.
- JP1.8 The student will maintain consistency in design.

JP1.9 Coverage

JP1.9.1 The student will write in journalistic style.

JP1.9.2 The student will interview and research to give a full, honest factual account of news events that take place within the school on a regular or one-time basis.

Descriptive Statement: Emphasis is on the student's ability to cover, through articles, the school program and to give the student body an unbiased point of view of news events and happenings in school and community life.

JP1.10 News magazines

- JP1.10.1 The student will recognize the differences in a student newspaper and scholastic news magazine.
- JP1.10.2 The student will understand the techniques of the news magazine in the area of copy, format and design.

JP.2 Yearbook

- JP2.1** The student will demonstrate, through drawing layouts, various column widths of design for yearbook publication.

Descriptive Statement: Emphasis is on recognition of various yearbook designs. Columnar and freestyle designs will be explored through hands-on experience.

- JP2.2** The student will demonstrate the importance of yearbook design consistency by planning the design of the book. The student will create a variety of design possibilities for each page consistent with the plan of the book.

- JP2.3** The student will demonstrate an understanding of the importance of consistent internal spacing and consistent outer margins for the yearbook.

- JP2.4** The student will demonstrate a knowledge of typography to convey moods and personality.

- JP2.5** The student will recognize typefaces and families of type encompassing decorate types, serif, sans serifs and variations (extended, condensed, boldface, italic, light, large caps, small caps) within a family of type.

- JP2.6** The student will experiment with placement of design elements to create a yearbook spread that incorporates dominance to catch the reader's eye.

Descriptive Statement: Emphasis is on elements of design (headlines, copy, photos, captions, white space and spread linkage), that convey a message to the reader by the use of a dominant element.

- JP2.7** The student will crop and scale a print using a proportion wheel.

- JP2.8** The student will work with the staff and advisor to plan the coverage and the record history of the year.

Descriptive Statement: Emphasis is on a page-by-page plan (ladder) of the yearbook to be produced by the student. The ladder will include all phases of graphic and technical aspects in a yearbook.

Note: It is also recognized that no other area in the school situation publishes a book. The yearbook is a literary, graphic and photographic history of an entire school year.

- JP2.9** The student will develop a statement (theme) that will relate to every section of the book. The theme will set the mood for the yearbook and will also influence graphics and design of the cover, endsheets, opening and closing section, and division pages.

JP2.10 Coverage

- JP2.10.1** The student will write in journalistic feature style, covering all phases of school life.

- JP2.10.2** The student will write record events of the year in a factual, truthful and fair way, including scoreboards (in the sports section).

JP2.10.3 The student will interview peers and teachers to acquire needed information for writing yearbook copy.

JP2.10.4 The student will write headlines that will help tell the story and draw the reader into the copy.

JP2.10.5 The student will proofread and edit copy before it is submitted for publication.

Descriptive Statement: Emphasis is on yearbook copy that includes the full story of a year at a particular school. The copy will be written in journalistic style and will include information obtained by interviewing and researching.

JP.3 Magazines

JP3.1 The student will differentiate between magazine style and other types of publications.

Descriptive Statement: Emphasis is on differences in the design of newspapers, yearbooks, news magazines and creative arts magazines.

JP3.2 The student will create a design to reflect the mood of each double-page spread.

JP3.3 The student will demonstrate an ability to determine content, format and style of the creative arts magazine.

JP3.4 The student will demonstrate a role in the selection process to critically analyze literary works, art, short stories and photos to be included in the magazine.

JP.4 Illustration

JP4.1 The student will recognize the importance of including quality artwork in the publication.

JP4.2 The student will select professional artwork from clip-art publications or create original artwork, cartoons or graphics, utilizing shading techniques, spot color and gray screens to create depth.

TYPOGRAPHY

JT.1 Printer's Measurements

JT1.1 The student will demonstrate understanding of measurements used by printers (points, picas).

JT1.2 The student will demonstrate how to use a pica ruler.

JT.2 Type

JT2.1 The student will recognize the difference between serif and sans serif type.

JT2.2 The student will demonstrate how to select type according to the size of the story, content of the story and format of the page.

JT2.3 The student will exhibit how to blend typefaces to make a graphically appealing page.

JT2.4 The student will display an understanding of the variations of type (extended, condensed, bold, light, large caps, small caps and italics).

Descriptive Statement: Emphasis is on the use of type for the purpose of communication. It is understood that type conveys the mood of a story and the publication in general.

JT2.5 The student will learn to determine the number of lines of copy needed to fill the space allotted in newspaper, magazine, and yearbook. The student must take into consideration the size and kind of type and the copy block width to get a proper fit.

Note: It is best to follow printers recommendations and to work closely with the printing company to assure proper fit of the printed word.

JT2.6 The student will determine the size and kind of type for headlines to fit the story and format of the publication.

JT2.7 The student will display a knowledge of the various terms needed to communicate desires of the publication in the area of typography.

JT2.8 The student will exhibit knowledge of how to write specific instructions to the printer by using printer's terminology.

PHOTOGRAPHY

JS.1 Camera—technical skills

- JS1.1** The student will identify basic parts of any camera.
- JS1.2** The student will describe proper care of the camera.
- JS1.3** The student will demonstrate ability to properly load and operate the camera.
- JS1.4** The student will define photographic terms to have a working knowledge of the language of photography.
- JS1.5** The student will work problems to exhibit basic understanding of how aperture and shutter speed affect exposure and depth of field.
- JS1.6** The student will study photographs to recognize elements of composition: i.e., fill the frame, rule of thirds, directional lines and eyeflow.

JS.2 Processing & Printing—technical skills

- JS2.1** The student will mix photographic chemicals and measure them accurately.
- JS2.2** The student will learn the steps in film processing.
- JS2.3** The student will demonstrate proper handling, drying, and storing of the film.
- JS2.4** The student will exhibit the ability to use an enlarger.
- JS2.5** The student will demonstrate how to make a contact print.
- JS2.6** The student will crop the negative in the enlarger.
- JS2.7** The student will demonstrate the ability to make photographic prints.

NONPRINT MEDIA

- JNP.1** The student will demonstrate knowledge of terminology associated with radio television production.
- JNP.2** The student will demonstrate an ability to discriminate between writing for print and electronic media.
- JNP.3** The student will write copy for the electronic media.
- JNP.4** The student will demonstrate the ability to operate available electronic media equipment.
- JNP.5** Students will write, produce, and direct electronic media programs.

I = Introduced
S = Stressed
R = Reinforced

JOURNALISM

SKILLS CHART

Building on the knowledge, comprehension, and application levels of Bloom's Taxonomy, Journalism provides students the avenue for creation and the development of analysis, synthesis and evaluation for real world situations. Journalism reinforces basic language skills, provides employment training and prepares students for success in higher education.

	Introduction to Journalism	Journ. Prod. (Newspaper, Magazine, other print media)	Broadcast Journalism	Yearbook
Review of Language Skills				
Sentence Structure	R	R	R	R
Fragment	R	R	R	R
Comma splice or fault	R	R	R	R
Faulty parallelism	R	R	R	R
Dangling modifier	R	R	R	R
Shift in subject or verb form	R	R	R	R
Incomplete construction	R	R	R	R
Word Order	R	R	R	R
Ambiguous order of modifier	R	R	R	R
Vague pronoun reference	R	R	R	R
Awkward separation of sentence elements	R	R	R	R
Misplaced emphasis	R	R	R	R
Abuse of passive voice	R	R	R	R
Grammar	R	R	R	R
Wrong verb form	R	R	R	R
Wrong tense	R	R	R	R
Wrong noun or pronoun case	R	R	R	R
Subject-verb disagreement	R	R	R	R
Pronoun disagreement	R	R	R	R
Faulty complement	R	R	R	R
Faulty modifier	R	R	R	R
Faulty connective	R	R	R	R
Faulty comparison	R	R	R	R
Review of Editing Skills				
Learning Style	I	S		S
Reasons for a Style Manual	I	R	S	S
Preparation of copy	I	S	S	S
Complying with a Style Manual	I	S	S	S
Names	I	S	S	S
Capitalization	I	S	S	S
Abbreviations	I	S	S	S
Numbers	I	S	S	S

JOURNALISM SKILLS CHART CONT.

	Introduction to Journalism	Journal Post Magazine Magazine (for print media)	Broadcast Journalism	Yearbook
Punctuation	I	S	S	S
Italics	I	S	S	S
Spelling	I	S	S	S
Screening Sexist Expressions	I	S	S	S
Learning to edit copy	I	S	S	S
Duties of a Copy Editor	I	R	S	S
Procedures to Follow in Copy Editing	I	S	S	S
Use of Copy-editing Symbols	I	S		S
Writing Headlines	I	S		
Writing				
Objective writing	I	S	S	S
Informative writing	I	S	S	S
Persuasive writing	I	S	S	S
Entertaining writing	I	S	S	S
Writing for Electronic Media	I		S	
Use of Computers				
Business Management		I		I
Typesetting		I		I
Word processing		I	I	I
Graphic design		I	I	I
Indexing				I
Pagination		I		
Communications Research				
Market surveys	I	S		S
Opinion polls	I	S	S	S
Quantitative analysis	I	S	S	S
Investigative skills	I	S	S	S
Employment Training Skills				
Leadership		I	I	I
Management		I	I	I
Fiscal responsibility		I		I
Group dynamics	I	S	S	S
Organizational behavior	I	S	S	S

JOURNALISM SKILLS CHART CONT.

	Introduction to Journalism	Print, Print, Newspaper Magazine, other print media	Broadcast Journalism	Video
Flow charts		I	I	I
Group cooperation	I	S	S	S
Meeting deadlines	I	S	S	S
Public relations	I	S	S	S
Use of electronic media equipment			I	
Copy Preparation for Offset Printing				
Design	I	S		S
Layout	I	S		S
Typography	I	S		S
Paste-up	I	S		S
Printing Processes	I	S		S
Advertising				
Creative thought process	I	S	S	S
Market analysis/planning		I		S
Sales techniques	I	S		S
Layout design	I	S		S
Copy writing for electronic and print media	I	S	S	S
Camera-ready paste-up	I	S		S
Photo-Journalism				
Composition	I	S	S	S
Cropping	I	S	S	S
Film Processing		I		S
Printing		I		S
Selection/Editing	I	S	S	S
Media Law and Ethics				
Copyright	I	S	S	S
Libel	I	S	S	S
Fair comment and criticism	I	S	S	S
Right of privacy	I	S	S	S
Legal responsibilities of advertising	I	S		S
Constitutional guarantees	I	S	S	S
Media History				
Events/historical figures	I			
Processes and effects of mass communication	I	R	R	
Media influence	I	R	R	S